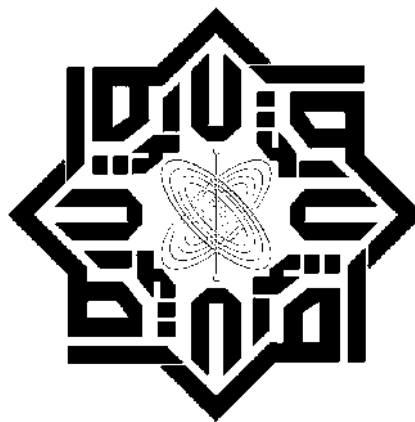


**THE EFFECT OF USING SPACE LAUNCH STRATEGY  
TOWARDS THE ABILITY IN WRITING NARRATIVE  
ESSAY OF THE SECOND YEAR STUDENTS  
AT STATE SENIOR HIGH SCHOOL 3  
PEKANBARU**



**UIN SUSKA RIAU**

**BY**

**MELISA PUTRI  
NIM. 10814002523**

**FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
PEKANBARU  
1434 H/2013 M**

**THE EFFECT OF USING SPACE LAUNCH STRATEGY  
TOWARDS THE ABILITY IN WRITING NARRATIVE  
ESSAY OF THE SECOND YEAR STUDENTS  
AT STATE SENIOR HIGH SCHOOL 3  
PEKANBARU**

Thesis

Submitted as a Partial Fulfillment of the Requirements  
for Getting Bachelor Degree of Education  
(S.Pd.)



By

**MELISA PUTRI  
NIM. 10814002523**

**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
PEKANBARU  
1434 H/2013 M**

## **ABSTRACT**

### **Melisa Putri (2013). The Effect of Using Space Launch Strategy towards the Ability in Writing Narrative Essay of the Second Year Students at State Senior High School 3 Pekanbaru.**

Based on the preliminary study at State Senior High School 3 Pekanbaru, it was found that some students of the second year still have low ability in writing narrative essay. It was caused by some problems; some of the students are not able to express their ideas in writing narrative essay, some of the students are not able to write narrative essay chronologically based on the generic structure, some of the students are not able to write narrative essay in grammatical order, some of the students are not able to choose the appropriate word, and some of the students are not able to use punctuation correctly. Therefore, the researcher was interested in conducting this research about this title.

This research was carried out with objectives: (1) to find out how the students' ability in writing narrative essay taught by using Space Launch strategy is (2) to find out how the students' ability in writing narrative essay taught without using Space Launch strategy is (3) to find out whether there is or not any significant effect of using Space Launch strategy towards the ability in writing narrative essay of the second year students at State Senior High School 3 Pekanbaru.

The type of this research was quasi-experimental research. Population of this research was the second year students of State Senior High School 3 Pekanbaru. For the samples, the researcher took two classes, control and experimental classes that consisted of 29 students for each class. In collecting the data, the researcher used writing test and it was evaluated by using the assessment provided by the school. The researcher administered pre-test and post-test in this research as well. The technique in analyzing the data was t-test formula in order to find out the effect of the strategy. The analysis was done by using SPSS 16 Version.

Finally, based on the analysis of T-test formula, the researcher found that  $t_o$  was higher than t table either at significance 5% or 1%. It could be concluded that null hypothesis ( $H_o$ ) was rejected and alternatif hypothesis ( $H_a$ ) was accepted. It means that there was a significant effect of Space Launch strategy towards the ability in writing narrative essay of the second year students at State Senior High School 3 Pekanbaru.

## **ABSTRAK**

### **Melisa Putri (2013). Pengaruh Penggunaan Strategi Space Launch terhadap Kemampuan dalam Menulis Essai Naratif Siswa Kelas Dua SMA Negeri 3 Pekanbaru.**

Berdasarkan penyelidikan awal di SMAN 3 Pekanbaru, beberapa siswa kelas dua memiliki kemampuan yang rendah dalam menulis essai naratif. Hal ini disebabkan karena beberapa masalah, beberapa siswa tidak mampu mengekspresikan ide mereka dalam menulis essai naratif, beberapa siswa tidak mampu menulis kronologi essai naratif sesuai dengan struktur umum essai naratif, beberapa siswa tidak mampu memilih kata yang sesuai, dan beberapa siswa tidak mampu menggunakan tanda baca yang tepat. Oleh karena itu, peneliti tertarik untuk melakukan penelitian tentang judul ini.

Penelitian ini dilakukan dengan tiga tujuan: (1) untuk mengetahui kemampuan siswa dalam menulis essai naratif yang diajarkan dengan menggunakan strategi Space Launch (2) untuk mengetahui kemampuan siswa dalam menulis essai naratif yang diajarkan tanpa menggunakan strategi Space Launch (3) untuk mengetahui ada atau tidaknya pengaruh yang signifikan dari penggunaan strategi Space Launch terhadap kemampuan dalam menulis essai naratif siswa kelas dua SMAN 3 Pekanbaru.

Jenis penelitian ini adalah penelitian kuasi-eksperimen. Populasi dalam penelitian ini adalah siswa kelas dua SMAN 3 Pekanbaru. Untuk sampelnya, peneliti mengambil dua kelas, kelas control dan kelas eksperimen yang terdiri dari 29 siswa untuk setiap kelas. Dalam pengumpulan data, peneliti menggunakan tes menulis dan dinilai dengan menggunakan penilaian yang disediakan oleh sekolah. Peneliti memberikan pre-test dan post-test dalam penelitian ini. Teknik dalam menganalisa data adalah t-test yang digunakan untuk mengetahui pengaruh dari strategi yang digunakan. Analisa dilakukan dengan menggunakan SPSS 16.

Akhirnya, berdasarkan analisa t-test, peneliti menemukan bahwa  $t_o$  lebih besar dari  $t$  tabel baik pada signifikan 5% atau 1%. Hal ini dapat disimpulkan bahwa null hypothesis ( $H_o$ ) ditolak dan alternatif hypothesis ( $H_a$ ) diterima. Maksudnya, ada pengaruh yang signifikan dari strategi Space Launch terhadap kemampuan menulis essai naratif siswa kelas dua SMA Negeri 3 Pekanbaru.

## ملخص

ميليسا فوطري (2013). تأثير استخدام إستراتيجية **Space Launch** على مهارة الطلاب في كتابة نصوص القصة لطلاب فصل الثاني بالمدرسة المتوسطة الحكومية 3 بكنباروا

بإستناد إلى دراسة متقدمة الباحثة في المدرسة المتوسطة الحكومية 3 بكنباروا، كان بعض طلاب فصل الثاني لهم مهارة ضعيفة في كتابة نصوص القصة. فتلک لأن بعض المشكلات قد سببها، بعض طلاب لا يستطيعون أن يعبروا عن أفكارهم في كتابة نصوص القصة، بعض طلاب لا يستطيعون كتابة ترتيب الحوادث في نصوص القصة الذي يوافق بالتكوين العام، بعض طلاب لا يستطيعون إختيار الكامات الموافقات، بعض طلاب لا يستطيعون إستعمال علامة الترقيم جيداً. فلذلك رغبت الباحثة في بحث هذه الموضوع.

كانت الباحثة قامت بالبحث لثلاثة أسباب (1) للعلم عن مهارة الطلاب في كتابة نصوص القصة التي يعلّمها المدرّس باستخدام إستراتيجية **Space Launch** (2) للعلم عن مهارة الطلاب في كتابة نصوص القصة التي يعلّمها المدرّس بغير استخدام إستراتيجية **Space Launch** (3) للعلم أنهنك أثر هام من استخدام إستراتيجية **Space Launch** على مهارة الطلاب في كتابة نصوص القصة لطلاب فصل الثاني بالمدرسة المتوسطة الحكومية 3 بكنباروا.

النوع لهذا البحث هو بحث شبه التجريب. وتأهيل البحث هم طلاب فصل الثاني بالمدرسة المتوسطة الحكومية 3 بكنباروا. و لنموذج البحث أخذت الباحثة فصلين، يعنى فصل التحديد و فصل التجريب الذي يحتوى على 29 طلاب لكل فصل. و في تجميع البيانات، إستخدمت الكاتبة إمتحان الكتابة و قيمته بطريقة تقييم المدرسة. أعطت الباحثة إمتحان قبلي و إمتحان بعدي في هذا البحث. ولتحليل البيانات، إستخدمت الباحثة **t-test** للعلم هل هنك تأثير استخدام إستراتيجية . و قيمت بالتحليلية بإستخدام **SPSS 16**.

وفي النهائي، بإستناد إلى تحليل **t-test**، وجدت الباحثة أن  $t_o$  أعلى من  $t$  في الجدول في مهم 5% او 1%. فلذلك أستنبطت الكاتبة أن **Ho** (فرضية الباطل) مرددة و **H<sub>a</sub>** (فرضية البدلي) مقبولة. والمراد بها، هنك أثر هام في استخدام إستراتيجية **Space Launch** على مهارة الطلاب في كتابة نصوص القصة لطلاب فصل الثاني بالمدرسة المتوسطة الحكومية 3 بكنباروا.

## ACKNOWLEDGMENT



In the name of Allah, the most gracious and the most merciful, all praises belong to Allah Almighty, the Lord of Universe, who rewards the researcher time, opportunity, energy, financial, health and the most is belief. Through his guidance and his blessing, the researcher is able to accomplish this project paper to fulfill one of the requirements for the award of undergraduate degree at English Education Department of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau. Shalawat and gratitude is always for our prophet Muhammad, Peace Be upon Him.

In conducting and finishing this research entitled “*The Effect of Using Space Launch Strategy toward the Ability in Writing Narrative Paragraph at the Second Year Students of SMAN 3 Pekanbaru*”, the researcher got suggestions, encouragements, motivation, and supports from many sides. Therefore, in this opportunity, the researcher would like to express the great thanks and gratitude in depth for those who have given the researcher a lot of things that researcher is able to finalize and publish this research:

1. Prof. Dr. H. M. Nazir, the Rector of State Islamic University of Sultan Syarif Kasim Riau.
2. Dr. Hj. Helmiati, M.Ag, the Dean of Education and Teacher Training Faculty of State Islamic University Sultan of Syarif Kasim Riau and all staffs.

3. Dr. Hj. Zulhidah, M.Pd, the Chairperson of English Education Department for her guidance in completing this thesis.
4. Dedy Wahyudi, M.Pd, the Secretary of English Education Department who has given suggestion and guidance in completing this thesis.
5. Drs. M. Syafi'i S., M.Pd, the Researcher's Supervisor who has given the researcher correction, suggestion, support, advice, and guidance in completing this project paper.
6. Yasir Amri, M.Pd, the Researcher's Academic Supervisor who has given the researcher correction, support, and suggestion in completing this project paper and also as the rater in this research.
7. Nuardi, M.Pd, as the rater in this research.
8. All lecturers who have given their knowledge and insight through the meeting in the class or personally.
9. Dra. Hj. Yusnimar, M. Pd, the Headmaster, her staffs, teachers, and students of state senior High School 3 (SMAN 3) who have given their kindness as long as the researcher administered the research.
10. Dra. Sylvia Boestami, M.Pd, the English teacher of SMAN 3 Pekanbaru who has given the researcher guide and advice in conducting this research.
11. My beloved parents, Syafril Evi and Jumaini who have given me great loves, advices, support and pray, and always motivate me to do the best. I love you so much.
12. My beloved sisters, Dila Yunita, Suci Rachmawati, and Yesi Afriani, thanks for your love, help, support and pray.

13. My brother-in-law, Fery Faisal and Aprinaldi, thanks for your help, support, and pray.

14. My beloved best friends, Nanda Wahyuni, Ayudia Yolanda putri, and Nurul Purwani, thanks for your supports, advices and motivation.

15. My friends all members of B class; Epi, Ami, Alya, Weni, Devi, Noviza, Ida, Richa, Novianti, Laily, Vina, Lena, Nina, Jannah, Nenci, Tina, Agung, Miftah, Hardi, Pikal, Hafiz, Uchrowi, Faisal, Nandes, and Razak. Thanks for your supports, advices and motivation.

16. For all people who have given me the great support in conducting and finishing this project paper, this cannot be written one by one.

Finally, the researcher realizes that this paper has many weaknesses. Therefore, constructive critiques, comments, suggestions and advices are needed in order to improve this project paper.

May Allah Almighty, the Lord of Universe bless them all. Amin...

Pekanbaru, October 06<sup>th</sup>, 2012  
The Researcher,

MELISA PUTRI  
NIM: 10814002523



## LIST OF CONTENTS

<b>SUPERVISOR APPROVAL.....</b>	<b>i</b>
<b>EXAMINER APPROVAL .....</b>	<b>ii</b>
<b>ACKNOWLEDGMENT .....</b>	<b>iii</b>
<b>ABSTRACT .....</b>	<b>vi</b>
<b>LIST OF CONTENT .....</b>	<b>ix</b>
<b>LIST OF TABLES .....</b>	<b>xii</b>
<b>LIST OF APPENDICES .....</b>	<b>xiii</b>

### **CAPTER I: INTRODUCTION**

A. The Background of the Problem.....	1
B. The Definition of the Term.....	5
C. The Research Problem.....	6
1. The Identification of the Problem.....	6
2. The Limitation of the Problem .....	6
3. The Formulation of the Problem .....	7
D. The Objectives and Significance of the Research .....	7
1. The Objective of the Research.....	8
2. The Significance of the Research .....	8

### **CAPTER II: REVIEW OF RELATED LITERATURE**

A. Theoretical Framework .....	10
1. The Nature of Writing .....	10
2. Teaching Writing.....	11
3. Writing An Essay .....	16
4. The Nature of Narrative .....	18
5. The Students' Writing Ability in Narrative Essay .....	21
6. The Factors that Influence Students' Writing Ability in Narrative Essay .....	23
7. The Assessment of Writing Ability.....	25
8. The Nature of Space Launch Strategy.....	31
9. Using Space Launch Strategy towards Students' Writing	

Ability in Narrative Essay .....	32
B. The Relevant Research .....	34
C. The Operational Concept .....	36
D. The Assumption and Hypotheses.....	38
<b>CHAPTER III: THE RESEARCH METHODOLOGY</b>	
A. The Research Design .....	39
B. The Location and the Time of the Research .....	40
C. The Subject and Object of the Research .....	40
D. The Population and Sample of the Research .....	41
E. The Technique of Collecting Data .....	42
F. The Reliability and Validity of the Test .....	44
1. The Reliability of the Test .....	44
2. The Validity of the Test .....	46
G. The Technique of Data Analysis .....	46
<b>CHAPTER IV: DATA PRESENTATION AND DATA ANALYSIS</b>	
A. The Data Presentation .....	49
1. The Students' ability in Writing Narrative Essay Taught by Using Space Launch Strategy .....	50
2. The Students' ability in Writing Narrative Essay Taught without Using Space Launch Strategy .....	54
3. The Significant Effect of Students' Ability in Writing Narrative Essay Taught by Using Space Launch Strategy and without Using Space Launch Strategy .....	58
B. The Data Analysis.....	59
1. The Analysis of Students' Ability in Writing Narrative Essay Taught by Using Space Launch Strategy .....	60
2. The Analysis of Students' Ability in Writing Narrative Essay Taught without Using Space Launch Strategy .....	61
3. The Analysis of the Significant Effect of Using Space Launch Strategy toward the Ability in Writing Narrative Essay by Using T-test Formula .....	62

## **CHAPTER V: CONCLUSION AND THE SUGGESTION**

A. Conclusion .....	65
B. Suggestion .....	65

## **BIBLIOGRAPHY**

## **APPENDICES**

## LIST OF TABLES

Table II.1	ESL Composition Profile.....	27
Table II.2	Assessment Aspects of Writing Narrative Essay.....	30
Table II.3	Space Launch Story Planning Sheet .....	34
Table III.1	The Population of the Research .....	41
Table III.2	The Sample of the Research .....	42
Table III.3	Assessment Aspects of Writing Narrative Essay.....	43
Table III.4	The Reliability of the Test by Using Product Moment.....	45
Table IV.1	Description of Frequency of Students' Pre-test Scores of Experimental Class .....	50
Table IV.2	Statistics of Students' Pre-test Scores of Experimental Class .....	51
Table IV.3	Description of Frequency of Students' Post-test Scores of Experimental Class .....	52
Table IV.4	Statistics of Students' Post-test Scores of Experimental Class.....	53
Table IV.5	Description of Frequency of Students' Pre-test Scores of Control Class .....	54
Table IV.6	Statistics of Students' Pre-test Scores of Control Class .....	55
Table IV.7	Description of Frequency of Students' Post-test Scores of Control Class .....	56
Table IV.8	Statistics of Students' Post-test Scores of Control Class.....	57
Table IV.9	The Students Pre-test and Post-test Both of Experimental Class and Control Classes .....	58
Table IV.10	Statistics of Students' Pre-test and Post-test Scores Both of Experimental Class and Control Classes .....	59
Table IV.11	Mean and Standard Deviation of Pre-Experiment Score.....	60
Table IV.12	Mean and Standard Deviation of Post-Experiment Score .....	60
Table IV.13	Mean and Standard Deviation of Pre-Control Score .....	61
Table III.14	Mean and Standard Deviation of Post-Control Score.....	61
Table IV.15	The Analysis of Students' Writing Pre-test and Post-test both of Experimental Class and Control Class .....	62

## CHAPTER I

### INTRODUCTION

#### **A. The Background of the Problem**

Writing is one of the language skills that has to be mastered by the students. It must be mastered because writing is a tool of communication where the students are expected to be able to communicate well with the readers. To communicate well, the students must be able to convey a message or idea to be readable for the readers. It is not an easy work because writing is indirect communication.

Writing is a largely solitary act that it is communication formed in isolation<sup>1</sup>. It means writers are not able to know directly the response of the readers because the readers are rarely if ever present. Therefore, it is important to determine the readers first before starting to write. By knowing the readers, it will make the students easier to express the idea and determine what they want to write. Furthermore, It is not only talking about how to express the idea clearly, but also how to construct and compose the writing carefully, cohesively, and coherently in order to be understood by the readers.

Writing is a process, not just a product. It is also stated by Gordon R. in *Landmark and Horizon* that writing is usefully described as a process, something which shows continuous change in time like growth in organic nature when different things happen in different stages in the process of

---

<sup>1</sup> Jane B. Hughey, Deanna R. Wormuth, et al., *Teaching ESL Composition*, Massachusetts: Newbury House Publishers, 1983, p. 4

putting thoughts into words and words onto paper<sup>2</sup>. So, writing is not produced at the first time a writer writes, but it is produced through some stages that change in time in writing process.

In order to accomplish students' needs toward writing, School Based Curriculum (KTSP) provides writing as one of skills in English mastery that must be taught and learned in senior high school. State Senior High School 3 Pekanbaru is one of the schools that also uses School-Based Curriculum (KTSP) as the guidance in teaching learning process. In State Senior High School 3 Pekanbaru, English has been taught at the first year of English teaching period. English is taught twice a week in which one meeting consists of two hours with 45 minutes for an hour.

According to syllabus 2012/2013 at the second year, all language skills taught by the teacher include writing skill. The syllabus explains clearly that there are two competences that must be achieved by the students in writing skill; they are standard competence and based competence<sup>3</sup>. Standard competence refers to capability of students to express the meaning in monologue text or essay in the form of text such as report, *narrative*, and *analytical exposition* in daily life. Meanwhile, based competence refers to capability of the students to express the meaning and rhetorical steps of a short functional text and simple essay by using written language accurately, fluently, and acceptably in meaningful context of daily life in the form of text such as *report*, *narrative*, and *analytical exposition*.

---

<sup>2</sup> Landmark and Horizons, *Teaching Writing: Landmark and Horizons [Electronic Version]*, Southern Illinois: The Board of Trustees, Southern Illinois University, 2002, p.7

<sup>3</sup> Tim Penyusun, *Syllabus of SMAN 3*, Pekanbaru: Unpublished, 2012

Based on the preliminary study on June 7<sup>th</sup> 2012, researcher found that teacher used conventional strategy in teaching writing. What the teacher did was discussion technique. The teacher gave a story to the students and asked them to identify what the story about and how the story was organized by doing discussion in a small group. Then, the teacher discussed together with the students about the result of discussion. And finally, asked them to write. Those are activities used by the teacher especially of the second year students at State Senior High School 3 Pekanbaru.

According to the description above, ideally students have good ability in writing narrative Essay. But, in fact the students still have low ability in writing narrative and still have some troubles in making a good writing. The researcher concludes this fact by looking some phenomena below:

1. Some of the students are not able to express their ideas in writing narrative essay.
2. Some of the students are not able to write narrative essay chronologically based on the generic structure of narrative.
3. Some of the students are not able to write narrative essay in grammatical order.
4. Some of the students are not able to choose the appropriate word.
5. Some of the students are not able to use the punctuation correctly.

The writer assumes that the difficulties of some of the students in writing narrative essay probably because of uninteresting strategy used by the teacher. Therefore, to encourage the students in writing narrative and improve

their ability in writing narrative, there must be an effective strategy to teach the students. Strategy that the teacher can use in improving writing ability is Space Launch strategy.

Space Launch is a narrative-planning strategy (personal or fictional) that incorporates the basic structure of narrative (i.e., **SPACE**) and the steps for planning and writing a good story (i.e., **LAUNCH**)<sup>4</sup>. The first part of the mnemonic, Space, reminds the writer of the elements of a good narrative (setting, **p**roblem, **a**ction, **c**onsequences, and **e**mootional reactions) and the second part, Launch, provides the steps to follow when writing the story (**l**ist idea, **a**sk if the idea will meet the goal, **u**se encouraging self-talk, **n**ow write a story with million-dollars of words, **c**hallenge to develop more good ideas, and **h**ave fun)<sup>5</sup>.

The writer considers that space launch strategy can help the students to improve their ability in writing narrative because this strategy provides the elements of narrative to remind the students before creating a narrative essay. Furthermore, it is a planning strategy in which students can follow some planning activities as an important part in writing process. Therefore, this strategy is very helpful for the students to understand the narrative essay clearly and write it well.

---

<sup>4</sup> Teaching Writing to Diverse Student Populations” , *The Access Center-Early Reading Assessment: A Guiding Tool for Instruction*, Access Center: Improving the Outcomes for All Children k-8, Retrieved: May, 11<sup>th</sup> 2011, <http://www.k8accesscenter.org/writing/knowledgebank.asp>

<sup>5</sup> Barbara J. Wendling and Nancy Mather, *Essentials of Evidence-Based Academic Intervention [Electronic Version]*, New Jersey: John Willey and Sons, Inc. 2009, p. 156



Based on the explanation above, the researcher is interested in conducting a research entitled:

**“The Effect of Using Space Launch Strategy towards the Ability in Writing Narrative Essay of the Second Year Students at State Senior High School 3 Pekanbaru”**

**B. The Definition of the Terms**

To avoid misunderstanding and misinterpreting about the title, it is important to define the terms used in this research as follows:

1. Space Launch

This is a narrative-planning strategy (personal or fictional) that incorporates the basic structure of narrative (i.e., SPACE) and the steps for planning and writing a good story (i.e., LAUNCH)<sup>6</sup>.

In this research, space launch is a strategy used by the researcher to know the effect of that strategy toward the ability in writing narrative essay of the second year students at State Senior High School 3 Pekanbaru.

2. Writing Narrative

Writing is a mental word of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader<sup>7</sup>. While narrative means story or orderly account

---

<sup>6</sup>Teaching Writing to Diverse Student Populations” , *The Access Center-Early Reading Assessment: A Guiding Tool for Instruction*, Access Center: Improving the Outcomes for All Children k-8, Retrieved: May, 11<sup>th</sup> 2011, <http://www.k8accesscenter.org/writing/knowledgebank.asp>

<sup>7</sup> Alice Oshima and Ann Hogue, *Writing Academic English Third Edition*, New York: Addison Wesley Longman, 1998, p. 3

of events<sup>8</sup>. So that, writing narrative is a process of writing that is telling a story or event chronologically to the reader.

In this research, writing narrative means the ability of the students to write a narrative essay that the researcher applies the space launch strategy, especially for the second year students of State Senior High School 3 Pekanbaru.

### **C. The Research Problems**

#### **1. The Identification of the Problem**

Based on the background of the problem, the researcher identifies the problems as follows:

- a. What makes do the students have low ability in writing narrative essay?
- b. How is the students' ability in expressing their ideas in writing narrative essay?
- c. How is the students' ability in writing narrative essay chronologically based on the generic structure of the essay?
- d. How is the students' ability in writing narrative essay in grammatical order?
- e. What are the factors influencing students' ability in writing narrative essay?
- f. How is the students' ability in writing narrative essay taught by using Space Launch strategy?

---

<sup>8</sup> M. Syafi'I S., M. Fauzan Ansyari, Jonri Kasdi, *The Effective Paragraph Developments: The Process of Writing for Classroom Settings*, Pekanbaru: LBSI, 2007, p. 58

- g. How is the students' ability in writing narrative essay taught without using Space Launch strategy?
- h. Is there any significant effect of using Space Launch strategy toward the ability in writing narrative Essay at the second year students of State Senior High School 3 Pekanbaru?

## **2. The Limitation of the Problem**

Based on identification of the problems above, it would be better to restrict the problem in order to pay more attention to the specific problem. The researcher limited the problems involve inability to express the students' ideas in writing narrative essay, write narrative essay chronologically based on the generic structure, and write narrative essay in grammatical order. Therefore, this research would focus on the using of Space Launch strategy towards the ability in writing narrative essay at the second year students of State Senior High School 3 Pekanbaru.

## **3. The Formulation of the Problem**

Based on the limitation of the problems above, the researcher formulates the research into the following questions:

- a. How is the students' ability in writing narrative essay taught by using Space Launch strategy at the second year of State Senior High School 3 Pekanbaru?
- b. How is the students' ability in writing narrative essay taught without using space launch strategy at the second year of State Senior High School 3 Pekanbaru?

- c. Is there any significant effect of using Space Launch strategy toward the ability in writing narrative essay at the second year students of State Senior High School 3 Pekanbaru?

## **D. The Objective and Significance of the Research**

### **1. The Objective of the Research**

The objectives of the research are to describe the process of teaching and learning in writing skill at the second year students of senior high school.

The objectives of the research can be stated as follow:

- a. To find out the students' ability in writing narrative essay taught by using Space Launch strategy at the second year students of State Senior High School 3 Pekanbaru.
- b. To find out the students' ability in writing narrative essay taught without using Space Launch strategy at the second year students of State Senior High School 3 Pekanbaru.
- c. To find out whether there is or not the significant effect of using Space Launch strategy toward the ability in writing narrative essay at the second year students of State Senior High School 3 Pekanbaru.

### **2. The Significance of the Research**

Related to the objective of the research above, the significance of the research are as follows:

- a. This research finding is expected to give valuable input to the teachers of English at State Senior High School 3 Pekanbaru and others as an attempt to improve the students' ability in writing narrative essay.
- b. This research finding is also expected to justify the existing theories on teaching learning English as foreign language, especially in teaching writing and for those who care with the current issues on teaching and learning language.
- c. To enlarge the researcher's knowledge about the topic conducted.
- d. To encourage the students to improve their ability in writing narrative essay.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Nature of Writing

Writing is one of the important skills in learning English. It is not an easy work because it is related to many processes done by a writer. According to Kalayo and Ansyari, writing is both process and product<sup>1</sup>. Additionally it is a complex process that allows writers to explore thoughts and ideas, and makes them visible and concrete that encourages thinking and learning for communication and makes thought available for reflection<sup>2</sup>. Furthermore, Nunan stated<sup>3</sup>:

Writing is both a physical and mental act. At the most basic level, writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked onto parchment or an e-mail message typed into a computer. On the other hand, writing is the mental word of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.

Meanwhile, Murray stated that writing is exploration – discovery of meaning, discovery of form – and the writer works back and forth, concentrating on one of the basic skills at the time, so that he can discover

---

<sup>1</sup> Kalayo Hasibuan dan Muhammad Fauzan Ansyari, *Teaching English as Foreign Language (TEFL)*, Pekanbaru: Alaf Riau Graha UNRI Press, 2007, p.127

<sup>2</sup> Gazy Gaith, *Teaching Writing*, [Online], Retrieved on April, 26<sup>th</sup> 2012, <http://www.nadasisland.com/ghaith-writing.html>

<sup>3</sup>David Nunan, *Practical English Language Teaching*, New York: McGraw Hill, 2003, p.88

what he has to say and how to say it more efficiently<sup>4</sup>. In conclusion, writing is a way to communicate that is not only a product but also a process to convey a message in which a writer has to find the idea first, change it become statements, and come into a paragraph. This is not finished yet because writing as a recursive process demands the continuity of process that a writer should read again to see the mistakes, edit and revise, read again, and edit and revise again after the writer feels satisfied with the writing product that must be clear for the reader.

## **2. Teaching Writing**

Writing is one of the activities to share the idea that is used in communication. It is not an easy activity, especially in teaching learning process. It is important to make sure that learners are getting a good range of opportunities for learning. So that, there are four principles that are used to evaluate teaching and learning activities in order to make the students easier to write<sup>5</sup>.

### **a. Meaning-focused Input**

Learners should bring experience and knowledge to their writing.

Writing is most likely to be successful and meaningful for the learners if they are well prepared for what they are going to write.

### **b. Meaning-focused Output**

---

<sup>4</sup> Jane B. Hughey, et al., *Teaching ESL Composition*, Rowley, Massachusetts, 1983, p.10

<sup>5</sup> I.S.P. Nation, *Teaching ESL/EFL Reading and Writing*, New York: Routledge, 2009,

Learners should do lots of writing and lots of different kinds of writing. There are many elements of the writing skill which are peculiar to writing and so time spent in writing provides useful practice for these elements.

c. Language-focused Learning

It is related to activities in teaching and learning process both learners and teacher. The learners should know about the parts of the writing process and should have the strategy for dealing with parts of the writing process. Meanwhile, the teacher should provide and arrange for feedback that encourages and improves writing ability.

d. Fluency Development

Learners should increase their writing speed, so that they can write very simple material at a reasonable speed.

Writing is a complex work that involves some stages in the process to create a good writing. Therefore, there are four stages of writing; they are prewriting, planning, writing and revising drafts, and writing the final copy hand in<sup>6</sup>.

a. Prewriting

Before starting to write, it is important to prepare everything that we want to write. Prewriting is thinking before writing, related to generate the idea and put down the idea on the paper after choosing

---

<sup>6</sup> Alice Oshima and Ann Hogue, *Writing Academic English Third Edition*, New York: Addison Wesley Longman, 1998, p. 3



the topic. There are some techniques of prewriting, such as brainstorming, listing, free writing, and clustering. Writer can choose the appropriate technique to generate the idea.

b. Planning

In this stage, writer starts to organize the idea that writer has been generated into outline. Writer should make a planning of paragraph before writing to make sure that all of ideas will fit. It is important to do in order to what the writer writes is not out of topic that means stay unity and coherence. There are some advantages of planning or outlining:

- 1) Help writer to organize the ideas. It will make the writer sure, not include any irrelevant ideas
- 2) Help to write quickly. The writers do not need to spend a long time to write what they want to say to the reader because they have generated and organized the idea before.
- 3) The writes do not worry about what they are going to say because they have already had a well-organized pan to follow.

c. Writing and revising the drafts

In this stage, writer starts to write after doing two stages above. The writer has to write and then revise a draft before producing a final copy to hand in. Revising is an essential part in writing process because writing is never perfect only at the first time. If the writer has

finished the first draft, it is possible that she/he would have found a mistake when she/he read the writing. Therefore, the writer definitely needs to revise and improve his/her writing.

d. Writing the final copy to hand in

Writers will be ready to write the final copy to hand in after they do the previous stages and be sure that all correction from the teacher or the fellow students has been corrected. But actually, there is no possibility that the writer will find a mistake when they read again because writing is a process to write. The writer always needs improvement when she/he reads again and again the writing product.

In order to write well, the writers or students have to follow those stages above. Because writing involves writing and revising, a writer has to improve their ability in writing and revising. Therefore, there are some tips to review and improve written work<sup>7</sup>:

- a. Up-grade your vocabulary
- b. Understand your Problems and weaknesses
- c. Listen to your writing
- d. Check Spelling in Reverse
- e. Find a friend: peer review

---

<sup>7</sup> Kristofer Bayne, *Tips for ESL Students on Reviewing and Improving Written Work*, Retrieved on January, 17<sup>th</sup> 2011 at 08.40 am, <http://iteslj.org/Lessons/Bayne-Writing.html>

In the process of writing, writer also should pay attention to three essential parts before writing a paragraph or an essay<sup>8</sup>:

- a. Audience is the people who will read what a writer has written.
- b. Tone is a writers' style or manner of expression that is related to choice of words, grammatical structures, and even the length of sentences.
- c. Purpose of a piece of writing determines the rhetorical form (organizational form and style) chosen for it.

In the process of writing, all parts above are related to each other. By knowing the readers, it will help writer to communicate clearly and effectively. The writers can make a writing that is suitable with their readers. On the other hand, readers will influence writers' tone. It can be serious, amusing, personal or impersonal depend on who the readers. Meanwhile, reader and tone will determine what the purpose of writing.

Joy M. Reid stated that there are several purposes of writing; they are to explain or educate, entertain or amuse, and persuade or convince<sup>9</sup>. The same opinion is also stated by Grenville, any piece of writing will be trying to do at least one of the following things:<sup>10</sup>

- a. Entertain—it doesn't necessarily make the readers laugh, but it at least engages their feelings in some way.

---

<sup>8</sup> Alice Oshima and Ann Hogue, *Writing Academic English Third Edition*, New York: Addison Wesley Longman, 1998, p. 3

<sup>9</sup> Joy M. Reid, *The Process of Comparison Second Edition*, New Jersey: Englewood Cliffs, 1988, p.23

<sup>10</sup> Kate Grenville, *Writing from Start to Finish: A Six Steps-Guide*, Australia: Allen&Unwin, 2001, p. 1.

- b. Inform—it tells the reader about something.
- c. Persuade—it tries to convince the reader of something.

Each purpose can produce different organization and style that also has different way to organize. Therefore, it is very important to know what purpose of the writing before starting to write. By knowing the purpose, it makes writer easier to generate the idea, organize the idea, and decide what strategy used in composing a writing product.

Writing is related deeply to accuracy in which the students should write in grammatical order. But according to H. Grave, the writing process approach also emphasizes writing fluency, including techniques that improve a student's ability to get words down on paper<sup>11</sup>. It promotes frequent writing in contexts that are meaningful and authentic to the students. This usually translates to students to choose their own topics and genres for their written expression and the provision of authentic audiences.

### **3. Writing An Essay**

According to Oshima and Hogue, an essay is a piece of writing several paragraphs long instead of just one or two paragraphs<sup>12</sup>. Writing an essay is the same with writing a paragraph that is written in one topic, but

---

<sup>11</sup> Sheila R. Alber-Morgan, Terri Hessler, and Moira Konrad, Teaching Writing for Keepsm, Vol. 30, No. 3, 2007, Education and Treatment of Children, pp.109, Retrieved on june, 19<sup>th</sup> 2011, <http://www.redmond.k12.or.us/145520117182258767/lib/145520117182258767/Alber-Morgan.pdf>

<sup>12</sup> Alice Oshima and Ann Hogue, *Writing Academic English Third Edition*, New York: Addison Wesley Longman, 1998, p. 100

in essay the writer should tie all the separate paragraphs together by adding an introduction and a conclusion.

In order to write a good essay, the writer should consider the component of essay. An essay is developed by three main parts as follow:<sup>13</sup>

a. The Introductory Paragraph

The introductory paragraph consists of two parts, they are general statement and thesis statement. General statement is used to attract readers' attention, while a thesis statement is the most important statement that states the specific topic and often list the major subtopic that will be discussed in the body.

b. The Body Paragraph

It consists of two or more paragraphs. Each paragraph develops the subdivision of the topic. It is the same with supporting sentence in a paragraph in which the body paragraph is used to support the topic for each paragraph.

c. The Concluding Paragraph

It is the last paragraph that gives a summary or review of the main points discussed in the body.

Writing an essay is not so difficult if the writer knows how to write a good paragraph and relate one paragraph to another paragraph together that should be cohesive and coherent for the readers.

---

<sup>13</sup> Alice Oshima and Ann Hogue, *Writing Academic English Third Edition*, New York: Addison Wesley Longman, 1998, p. 101

Therefore it is important for the writer to know well the component of an essay to make a good essay.

#### 4. The Nature of Narrative

Narrative is a kind of writing text that is related to someone's experience and also includes fun story. According to Hornby narrative means story or orderly account of events that usually tries to write a composition based on his or her personal experience, while Dunbar has pointed out the narration, like description, particularizes rather than generalizes: it deals with the concrete rather than abstract<sup>14</sup>. Additionally Thomas Kane stated that narrative is a series of related events—a story. Its problem is twofold: to arrange the events in a sequence of time and to reveal their significance<sup>15</sup>. In conclusion, narrative is a sequence of event that is not only informs but asks the readers to imagine about the event that the writer given. So, the purpose of narrative is to amuse the readers/listeners with actual or imaginary experience in different way that is one of the interesting and fun texts.

Narrative is stories that can be presented in different ways (e.g., short story, drama, song). Narrative elements include sequential story events—typically about something specific—and a character whose actions are mitigated by an intention or need<sup>16</sup>. To make the sequential story event,

---

<sup>14</sup> M. Syafi'I S., M. Fauzan Ansyari, Jonri Kasdi, *The Effective Paragraph Developments: The Process of Writing for Classroom Settings*, Pekanbaru: LBSI, 2007, p.58

<sup>15</sup> Thomas S. Kane, *The Oxford Essential Guide to Writing*. Oxford: Oxford University Press, 2000, p.7

<sup>16</sup> Torri Lienemann and Robert Reid, *Written Expression: Grades 2–5*, The IRIS Center, <http://iris.peabody.vanderbilt.edu>

writers use time expression by using connectors (time adverbs) such as first, next, then, eventually, finally, and etc. Alice oshima and Ann Hogue also stated that the writer used time order in narrative text to tell what first, what happened next, what happened after that, and so on<sup>17</sup>. Time order will make the chronological sequence of events clear.

#### **a. Generic Structure of Narrative Essay**

In a narrative essay, what readers expect to learn is what happened, who was involved in the story, why it occurred, where and when it happened, and how it took place. It is explained in text organization of narrative, included of orientation, complication, resolution, and re-orientation as follows:

##### **1) Orientation**

It sets the scene: where and when the story happened, introduces the participants of the story: who and what is involved in the story.

##### **2) Complication**

It tells the beginning of the problem which lead to the crisis (climax) of the main participants.

##### **3) Resolution:**

It tells the problem (the crisis) is resolved, either in a happy ending or in a sad (tragic ending).

##### **4) Re-orientation**

---

<sup>17</sup> Alice Oshima and Ann Hogue, *Introduction to Academic Writing Third Edition*, New York: Pearson Longman, 2007, p.24

This is a closing remark to the story and it is optional. It consists of moral lesson, advice or teaching from the writer<sup>18</sup>.

#### **b. Language Features of Narrative Essay**

There are some language features in narrative, they are:<sup>19</sup>

- 1) Focusing on specific participants rather than representing a general group.
- 2) Including participants who are human, or animals with human-like characteristics.
- 3) Using adverbs and phrases to tell how, when, where and why (circumstances).
- 4) Using dialogue to develop characters and relationships.
- 5) Using action verbs and verb groups (verbs with adverbs to add detail) and may also refer to what the characters say and feel.
- 6) Using text connectives e.g. then, so, furthermore, at least, meanwhile.
- 7) Usually Using past tense, but the tense may change to the present or the future when dialogue is used.
- 8) Making use of first person personal pronouns (e.g. I, we), but can be written in the third person (e.g. he, she, they).

---

<sup>18</sup> Th. M. Sudarwati and Eudia Grace, *Look Ahead An English Course*, Jakarta: Erlangga, 2006, p. 154

<sup>19</sup> Department of Education and Training, *English Supporting Learning Resource*, Queensland Government, <https://learningplace.com>.



- 9) Using descriptive language, including adjectives and adverbs, to enhance and develop the story and help readers construct images and connect with the story.

Furthermore, to write a good narrative, there are some points that should be concerned, they are:

- a. Selecting an appropriate experience.
- b. Deciding on details.
- c. Organizing a narration.
- d. Guiding the readers' interpretation of the experience<sup>20</sup>.

Based on the explanation above, in conclusion narrative tells the reader a story that involves some characters, lead to the rising event and the falling event which give some feelings to the reader. Besides, the writer also has to focus on the language features of the text in order to help writer writes a narrative essay.

## **5. The Students' Writing Ability in Narrative Essay**

The term of ability is defined as skill or power, it is called talent<sup>21</sup>. Concisely writing ability is the skill to express ideas, thought, and feeling to other people in written symbol to make other people or readers understand the ideas conveyed<sup>22</sup>.

---

<sup>20</sup>M. Syafi'I S., M. Fauzan Ansyari, Jonri Kasdi, *The Effective Paragraph Developments: The Process of Writing for Classroom Settings*, Pekanbaru: LBSI, 2007, p.59

<sup>21</sup>Hornby, *Oxford Advance Learner's Dictionary*, New York: Oxford University press, 1995, p. 369

<sup>22</sup>Admin, *Definition of Writing Ability*, Retrieved on February, 16<sup>th</sup> 2012 <http://teachingenglishonline.net/definition-of-writing-ability/>.

Meanwhile, Brown stated that there are two kinds of skills of writing as follows:<sup>23</sup>

a. Microskills

- 1) Produce graphemes and orthographic patterns of English.
- 2) Produce writing at an efficient rate of speed to suit the purpose.
- 3) Produce an acceptable core of words and use appropriate word order pattern.
- 4) Use acceptable grammatical system (e.g., tense, agreement, pluralization), pattern and rules.
- 5) Express a particular meaning in different grammatical errors.
- 6) Use cohesive devices in written discourse.

b. Macroskills

- 1) Use the rhetorical forms and conventions of written discourse.
- 2) Appropriately accomplish the communicative function of written texts according form and purpose.
- 3) Convey link and connection between events, and communicated such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 4) Distinguish between literal and implied meanings when writing.

---

<sup>23</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, New York: Pearson education Inc, 2007, p. 220-221

- 5) Develop and use a battery of writing strategies, such as accurately assessing the audience interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback for revising and editing.

A narrative is a meaningful sequence of events told in words that is sequential in that the events are ordered, not merely random and involves an arrangement in time (and usually other arrangements as well)<sup>24</sup>. In conclusion, writing ability in narrative essay is the skill that the students use to convey ideas, feeling, and thought into a sequence of story that the students should have some skills especially macroskills that are important to have for the successful mastery of responsive and extensive writing (composition or essay).

## **6. The Factors that Influence Students' Writing Ability in Narrative Essay**

There are many factors that influence students' writing ability in teaching and learning process. According to Purwanto, there are two main factors that influence students' writing ability<sup>25</sup>, they are as follows:

### **a. Internal Factors**

Internal factors include psychological aspects, such as interest, motivation, attitude and talent.

---

<sup>24</sup> Thomas S. Kane, *The Oxford Essential Guide to Writing*. Oxford: Oxford University Press, 2000, p.366

<sup>25</sup> Ngilim Purwanto, *Psikologi Pendidikan*, Bandung: Rosdakarya, 2004, p. 107

### b. External Factors

External factors include environmental factors (natural and social factors) and instrumental factors such as curriculum, teacher, facility, management, and administration.

Furthermore, the other factors that influence students' writing ability are divided into four factors. They are fear factors of writing, reading, writing environment, and teaching strategy<sup>26</sup>

#### a. Fear factors of writing

According to Burckardt, there are kind of factors that make someone afraid to write:<sup>27</sup>

- 1) Have poor graphmotor skills
- 2) Poor expressive skills
- 3) Unable to organize their thought
- 4) Afraid to spell word correctly
- 5) Have trouble in syntax
- 6) Have trouble in retrieving vocabulary word.

#### b. Reading

Reading is one of media that is used to gain the information before starting to write. The more they read the more information the writer can use to develop the writing product.

#### c. Writing Environment

---

<sup>26</sup> Melgis Dilkawati Pratama, "The Effect of Using Dictogloss Technique toward Ability in Writing Essay Text at the Second Year Students of SMAN 4 Pekanbaru", Undergraduated Thesis, Pekanbaru: UIN Sultan Syarif Kasim Riau, 2011, p.14-15

<sup>27</sup> *Ibid.*, p. 14

According to Pinto, when the students are in literacy environment in which people are accustomed to write and writing daily activities such classroom settings, courses, workshops, etc, the students will be often to write<sup>28</sup>. It means the environment of students can influence the ability of students in writing. The more they do writing activities the more skill they have to improve their writing performance.

#### d. Teaching Strategy

Teaching strategy is the important role in influencing the students' ability in writing. The better strategy used by the teacher the better writing the students make.

### 7. The Assessment of Writing Ability

According to Harris, devised by John Anderson there are five aspects of writing based on an oral ability scale from six to one that is used as a guideline to analyze and get the score of writing product<sup>29</sup>. They are:

#### a. Grammar

6. Few (if any) noticeable errors of grammar or word order.
5. Some errors of grammar or word order which do not, however, interfere with comprehension.
4. Errors of grammar or word order fairly frequent; occasional re-reading necessary for full comprehension.
3. Errors of grammar or word order frequent; effort of interpretation sometimes required on reader's part.
2. Errors of grammar or word order very frequent; reader often has to rely on own interpretation.

---

<sup>28</sup> Melgis Dilkawati Pratama, *Op.Cit.*, p. 15

<sup>29</sup> Arthur Hughes, *Testing for Language Teachers*, Cambridge: Cambridge University Press, 2003, p.100

1. Errors of grammar or word order so severe as to make comprehension virtually impossible.

**b. Vocabulary**

6. Use of vocabulary and idiom rarely (if it all) distinguishable from that of educated native writer.
5. Occasionally uses inappropriate terms or relies on circumlocutions; expression of ideas hardly of impaired.
4. Uses wrong or inappropriate words fairly frequently; expression of ideas be limited because of inadequate vocabulary.
3. Limited vocabulary and frequent errors clearly hinder expression of ideas.
2. Vocabulary so limited and so frequently misused that reader must often rely on own interpretation.
1. Vocabulary limitations so extreme as to make comprehension virtually impossible.

**c. Mechanics**

6. Few (if any) noticeable lapses in punctuation or spelling.
5. Occasional lapses in punctuation or spelling which do not, however, interfere with comprehension.
4. Errors in punctuation or spelling fairly frequent; occasional re-reading necessary for full comprehension.
3. Frequent errors in spelling or punctuation; lead sometimes to obscurity.
2. Errors in spelling or punctuation so frequent that reader must often rely on own interpretation.
1. Errors in spelling or punctuation so severe as to make comprehension virtually impossible.

**d. Fluency (style and ease of communication)**

6. Choice of structures and vocabulary consistently appropriate; like that of educated native writer.
5. Occasional lack of consistency in choice of structures and vocabulary which does not, however, impair overall ease of communication.
4. 'Patchy', with some structures or vocabulary items noticeably inappropriate to general style.
3. Structures or vocabulary items sometimes not only appropriate or misused structures or vocabulary items.
2. Communication often impaired by completely inappropriate or misused structures or vocabulary items.

1. A 'hotch-potch' of half-learned misused structures and vocabulary items rendering communication almost possible.

**e. Form**

6. Highly organized; clear progression of ideas well linked; like educated native writer.
5. Material well organized; links could occasionally be clearer but communication not impaired.
4. Some lack of organization; re-reading required for clarification of ideas.
3. Little or no attempt at connectivity, though reader can deduce some organizations.
2. Individual ideas may be clear, but very difficult to deduce connection between them.
1. Lack of organization so severe that communication is seriously impaired.

On the other hand, Hughey explains the different categories of score guide in ESL Composition profile as follows:<sup>30</sup>

**TABLE II.1**  
**ESL Composition Profile**

No	Aspects	Range	Criteria
1	Content	30-27	<b>EXCELLENT TO VERY GOOD:</b> Knowledgeable; substantive, thorough development of thesis, relevant to assigned topic
		26-22	<b>GOOD TO AVERAGE:</b> some knowledgeable of subject; adequate range, limited development of thesis, mostly relevant to topic, but lack detail
		21-17	<b>FAIR TO POOR:</b> limited knowledgeable of subject; little substance, inadequate development of

<sup>30</sup> Jane B. Hughey, et al, *Teaching ESL Composition*, Massachusetts: Newbury House Publishers, Inc. 1983, p.140

		16-13	<p>topic</p> <p><b>VERY POOR:</b> does not show the knowledge of subject; non substance, non pertinent, not enough to evaluate</p>
2	Organization	20-18  17-14  13-10  9-7	<p><b>EXCELLENT TO VERY GOOD:</b> Fluent expression; ideas clearly stated/supported, well organized, logical sequencing, cohesive</p> <p><b>GOOD TO AVERAGE:</b> somewhat choppy; loosely organized but main ideas stand out, limited support, logical but incomplete sequencing</p> <p><b>FAIR TO POOR:</b> non-fluent; ideas confused or disconnected, lack logical sequencing and development</p> <p><b>VERY POOR:</b> does not communicate; no organization, not enough to evaluate</p>
3	Vocabulary	20-18  17-14  13-10  9-7	<p><b>EXCELLENT TO VERY GOOD:</b> Sophisticated range; effective word/idiom choice and usage, word form mastery, appropriate register</p> <p><b>GOOD TO AVERAGE:</b> adequate range; occasional errors of word/idiom form and usage but meaning not obscured</p> <p><b>FAIR TO POOR:</b> limited range; frequent errors of word/idiom form and usage, meaning confused or obscured</p> <p><b>VERY POOR:</b> essentially translation; little knowledge of vocabulary and word form, not</p>



			enough to evaluate
4	Language Use	20-18	<b>EXCELLENT TO VERY GOOD:</b> Effective complex constructions; few errors of agreement, tense, number, word order, pronouns, preposition
		17-14	
		13-10	<b>GOOD TO AVERAGE:</b> Effective but simple constructions; minor problems in complex construction, several errors of agreement, tense, number, word order, pronouns, preposition but meaning never obscured
		9-7	<b>FAIR TO POOR:</b> major problem in complex/simple constructions; frequent error of negotiation, agreement, tense, number, word order, pronouns, preposition, meaning confused or obscured
5	Mechanics		<b>VERY POOR:</b> virtually no mastery of sentence construction rules; dominated by error, does not communicate, not enough to evaluate
		5	<b>EXCELLENT TO VERY GOOD:</b> Demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing
		4	<b>GOOD TO AVERAGE:</b> occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
		3	<b>FAIR TO POOR:</b> frequent errors of spelling, punctuation, capitalization, paragraphing, meaning confused or obscured
		2	<b>VERY POOR:</b> no mastery on

			conventions, dominated by error of spelling, punctuation, capitalization, hand writing illegible, not enough to evaluate
--	--	--	--

Meanwhile, for senior high school students, the assessment that is used to measure the writing product, especially writing narrative is based on the assessment of the teacher at senior high school as follow:<sup>31</sup>

**TABLE II.2**  
**Assessment Aspects of Writing Narrative Essay**

No	Aspects Assessed	Score			
		1	2	3	4
1	Content				
2	Organization a. Orientation b. Complication c. Resolution				
3	Vocabulary				
4	Grammatical features a. Action verbs b. Temporal Connectives c. Past Tense				
5	Spelling & Punctuation				
	Total				

Maximum score : 20

$$\text{Final Score} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 80$$

Category:

1 = Incompetent

2 = Competent enough

---

<sup>31</sup> *Teaher Assessment of SMAN 3, Pekanbaru: Unpublished, 2011*

- 3 = Competent
- 4 = Very Competent

Based on the explanation above, the assessment used by the teacher is considered suitable to measure the ability of students' writing narrative because this assessment provides the components of narrative essay that is more appropriate with the senior high school students than the other assessments.

## 8. The Nature of Space Launch Strategy

Space Launch is an example of a mnemonic strategy for planning a story. The first part of the mnemonic, SPACE, reminds the writer of the elements of a good narrative and the second part, LAUNCH, provides the steps to follow when writing the story<sup>32</sup>. Therefore, the effect of space launch strategy toward writing ability is to help students to write well started by the planning and then steps to write.

Planning is an important part to do before doing something, especially for writing a genre. Planning strategies will help students achieve the related goals of generating, organizing, and sifting ideas for a paper before and during writing, and written plans should be checked after writing has occurred to ensure the plan was followed<sup>33</sup>. Additionally, according to Troia and Graham, the advantage of planning strategies is that they help students organize their ideas before they begin to write, and research

---

<sup>32</sup> Barbara J. Wendling and Nancy Mather, *Essentials of Evidence-Based Academic Intervention [Electronic Version]*, New Jersey: John Wiley and Sons, Inc. 2009, p. 156

<sup>33</sup> The University of Kansas: Instruction\_Writing\_Teacher Tools\_Genre-Focused Planning Strategies \_ Special Connections. *Genre-Focused Planning Strategies*. Retrieved on May, 11<sup>th</sup> 2011. <http://www.specialconnections.ku.edu>

evidence indicates that advance planning does improve the structure and quality of students' papers<sup>34</sup>. So that, space launch as a planning strategy will help the students to create a good narrative essay.

## **9. Using Space Launch Strategy towards Students' Writing Ability in Narrative Essay**

Writing ability is the skill that the students use to convey ideas, feeling, and thought into sentences or paragraphs that can be readable for the readers. The students should have this ability to help them to write and compose narrative essay. The ability in writing narrative essay should be supported by the appropriate strategy.

Space Launch is a narrative-planning strategy (personal or fictional) that incorporates the basic structure of narrative (i.e., **SPACE**) and the steps for planning and writing a good story (i.e., **LAUNCH**)<sup>35</sup>. Furthermore, it is an example of mnemonic strategy by using story grammar graphics that is helpful in organizing the structure of a story by reminding the writer of important story elements such as main character, location, time, initiating event or problem, attempts to solve, and resolution<sup>36</sup>.

---

<sup>34</sup> The University of Kansas: Instruction\_Writing\_Teacher Tools\_Genre-Focused Planning Strategies \_ Special Connections. *Op.Cit.*,

<sup>35</sup> Teaching Writing to Diverse Student Populations” , *The Access Center-Early Reading Assessment: A Guiding Tool for Instruction*, Access Center: Improving the Outcomes for All Children k-8, Retrieved: May, 11<sup>th</sup> 2011, <http://www.k8accesscenter.org/writing/knowledgebank.asp>

<sup>36</sup> Barbara J. Wendling and Nancy Mather, *Essentials of Evidence-Based Academic Intervention [Electronic Version]*, New Jersey: John Wiley and Sons, Inc. 2009, p. 155

Based on the explanation above, it can be concluded that Space Launch strategy is the appropriate strategy in writing narrative essay. This strategy can help the students write a narrative essay because it provides the planning before starting to write and the steps to follow.

The standard procedure of Space Launch strategy in writing narrative essay are<sup>37</sup>:

- a. The teacher should model first how to use space launch strategy
- b. The teacher gives a topic and divides students into some groups.
- c. The teacher gives copy of planning sheet to the students in order to allow students to record their story ideas, writing goals, and self-talk statements.
- d. The student should establish and record personalized writing goals in planning sheet include a quality goal and a related quantity goal
- e. The student should generate ideas for a story and record single words or short phrases that capture these ideas.
  - 1) Provide for multiple ideas for each basic part of a story
  - 2) Encourage the student to explore several possibilities for setting and plot elements to foster creativity and to permit evaluation of each idea's merit.
- f. Record self-talk statements
- g. The teacher asks the students to write their story in final draft.

---

<sup>37</sup>Teaching Writing to Diverse Student Populations", *The Access Center-Early Reading Assessment: A Guiding Tool for Instruction*, Access Center: Improving the Outcomes for All Children k-8, Retrieved: May, 11<sup>th</sup> 2011, <http://www.k8accesscenter.org/writing/knowledgebank.asp>

- h. The teacher asks the students to develop more good ideas.
- i. Using score card to evaluate students writing.

In the activity, the students generate the ideas on story planning sheet as follow:

**TABLE II.3**  
**Space Launch**  
**Story Planning Sheet**

<b>Author:</b>			<b>Date:</b>	
<b>My quality goal for this story is:</b>				
<b>My quantity goal for this story is:</b>				
<b>Generate idea words for.....</b>				
<b>Setting Elements</b>	<b>Problems</b>	<b>Actions</b>	<b>Consequences</b>	<b>Emotional Reactions</b>

## **B. The Relevant Research**

There are some of relevant researches which have relevancy with this research. The first is a case study that was conducted by Katye Brennan entitled **“Up, up, and away: Using Planning Strategies to Improve Writing Performance”**<sup>38</sup>. This research is an action research that was conducted by the teacher itself. In this research, teacher wanted to improve writing performance of some students that had problem in learning by using Space Launch strategy as one of planning strategies.

---

<sup>38</sup> Katye Brennan, *Up, up, and away: Using Planning Strategy to Improve Writing Performance*, Retrieved on July, 20<sup>th</sup> 2012, <http://www.specialconnections.ku.edu>

To collect the data, the teacher used pre-test before giving treatment and post-test after giving treatment. At the first cycle the teacher started to teach students by giving story planning sheet and it seemed that the students were interested in the sheet. The teacher continued until the third cycle. After practicing Space Launch Strategy for a few weeks, the teacher gave post-test and for the result the teacher was amazed when looking at the students' work.

The second is the research that was conducted by Tenny Hermawaty, entitled **“The Effectiveness of Peer Reviewing in Improving Students' Narrative Writing Ability: A Quasi Experimental Study in One of Junior High Schools in Bandung A Research Paper”**<sup>39</sup>. It is a quasi experiment research that conducted two classes as a control class and an experiment class. The researcher wanted to find out whether peer reviewing technique improved the students' ability and what the students responded toward peer reviewing technique.

To collect the data, the researcher used writing composition test and questionnaire. The result of the research was peer reviewing had significant differences between the means of experimental group and control group. It can be shown from the result of data computation that  $t_{obt}$  is 3.406 and df is 60. Meanwhile, the  $t_{crit}$  is 2.000 at the level 0.05 (based on the critical values of t at the level 0.05 level to the line df. It can be said that Peer reviewing technique improves students narrative writing ability.

---

<sup>39</sup> Tenny Hermawaty, *The Effectiveness of Peer Reviewing in Improving Students' Narrative Writing Ability: A Quasi Experimental Study in One of Junior High Schools in Bandung A Research Paper*, 2011, Retrieved on March, 26<sup>th</sup> 2012, <http://repository.upi.edu>

The result was shown by the progress of students' score from experimental group. The score of experimental group significantly more improved than the control group. It was because the experimental group received treatment by using peer reviewing technique. In short, the treatment using peer reviewing technique is effective in improving students' narrative writing ability.

### **C. The Operational Concept**

The operational concept is the concept used related to literature review in order to avoid misunderstanding to carry out the research. It is useful to interpret the concept into particular words to measure the research operation easily.

It is also needed to clarify both variable of this research that is experimental research focused on the effect of space launch strategy toward the ability in writing narrative essay at the second year students of State Senior High School 3 Pekanbaru.

1. Indicators of variable X or the use of Space Launch strategy:
  - a. The teacher models how to use the strategy.
  - b. The teacher gives a topic and divides students into some groups.
  - c. The teacher gives copy of planning sheet to the students in order to allow students to record their story ideas, writing goals, and self-talk statements.
  - d. The teacher asks the students in each groups to establish and record their personalized writing goals.



- e. The teacher asks the students to generate their ideas and record single words or short phrases that capture those ideas.
  - f. The teacher asks the students to record self-talk statements that include personalized comments, exhortations, or questions.
  - g. The teacher asks the students to write their story in final draft.
  - h. The teacher asks the students to develop more good ideas.
  - i. The teacher evaluates the students' writing by using peer evaluation based on the score card given by the teacher. Each groups will evaluate the other group and they will tally their points to see the improvement. After seeing their score, the students will set the goal for the next story individually.
2. Indicators of variable Y or writing narrative essay:
- a. The students are able to understand about the purpose of narrative essay, the generic structure of narrative essay, and the language features of narrative essay.
  - b. The students are able to use grammar, vocabulary, punctuation, and spelling accurately in writing narrative essay.
  - c. The students are able to identify the basic structure of narrative essay, including setting elements, problems, actions, consequences, and emotional reactions.
  - d. The students are able to generate the idea based on the planning sheet.

- e. The students are able to write narrative essay in grammatically order.

#### **D. The Assumptions and the Hypothesis**

##### **1. The Assumption**

The researcher wants to offer some assumptions about the problem as follow:

- a. The students' writing ability taught by using Space Launch strategy is various.
- b. The students' writing ability taught without using Space Launch strategy is various.
- c. The better using Space Launch strategy, the better ability in writing narrative essay will be.

##### **2. The Hypothesis**

- a. Alternative Hypothesis ( $H_a$ )

There is a significant effect of using Space Launch strategy towards the ability in writing narrative essay of the second year students at State Senior High School 3 Pekanbaru.

- b. Null Hypothesis ( $H_0$ )

There is no significant effect of using Space Launch strategy towards the ability in writing narrative essay of the second year students at State Senior High School 3 Pekanbaru.

## CHAPTER III

### THE RESEARCH METHODOLOGY

#### A. The Research Design

This research is experimental research. According to Gay and Airasian, experimental research is the only type of research that can test hypothesis to establish cause-and-effect relationship that the researcher manipulates at least one independent variable, controls other relevant variables, and observe the effect on one or more dependent variables<sup>1</sup>.

Since the students at the school had been grouped into some classes, then the researcher could not create new participant groups for this experiment. So, the researcher used quasi-experiment. According to John W. Creswell, quasi-experimental research is: “An experimental situation in which the researcher assigns, but not randomly, participants to groups because the experimenter cannot artificially create groups for the experiment”<sup>2</sup>. There were two variables of this research; using Space Launch strategy was an independent variable symbolized by “X” and the students’ ability in writing narrative essay was a dependent variable symbolized by “Y”.

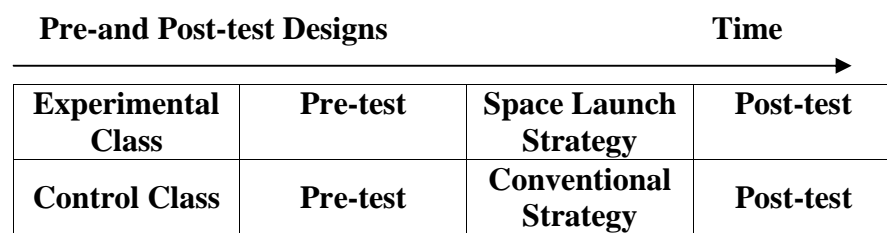
This research was nonequivalent control group design. It used two groups for comparison. The first was experimental group treated by space launch strategy and the second one was control group treated without using space

---

<sup>1</sup> L.R. Gay, Peter Airasian, *Educational Research Sixth Edition*, New Jersey: Prantice Hall, 2000, p. 367

<sup>2</sup> John W. Creswell, *Educational Research*, New Jersey: Pearson Prentice Hall, 2008, p.645

launch strategy. Thus in conducting this research, two classes were administered by giving pretest in order to know their abilities in writing. After that they were given different treatment at the middle. At the end, they were given pos-test. In brief, the research designed can be illustrated as follows:



**Figure 3.1:** Research Design

#### **B. The Location and the Time of the Research**

The research was conducted at the second year students of State Senior High School 3 Pekanbaru at Yos Sudarso street no. 100 Pekanbaru. The research was administered from July to September 2012.

#### **C. The Subject and Object of the Research**

The subject of the research was the second year students of State Senior High School 3 Pekanbaru. Meanwhile, the object of the research was the effect of using space launch strategy toward the ability in writing narrative essay.

## **D. The Population and Sample of the Research**

### **1. The Population of the Research**

The population of the research was the second year of State Senior High School 3 Pekanbaru in 2012/2013 academic years which consisted of 9 classes. The total number of this population was 287 students divided into 5 classes of science program and 4 classes of social program. The population is described in the following table:

**Table III.1**  
**The Population of the Research**

No.	Class	Population
1	XI Science 1	32
2	XI Science 2	31
3	XI Science 3	30
4	XI Science 4	31
4	XI Science 5	31
5	XI Social 1	33
6	XI Social 2	34
7	XI Social 3	33
8	XI Social 4	32
	Total	287

### **2. The Sample of the Research**

To take the sample, the researcher used cluster sampling randomly because the students had been already formed into classes and the researcher assumed that they had the same proficiency level. According to Gay and Airasian cluster sampling randomly selects groups, not

individuals that all members of selected group have similar characteristic<sup>3</sup>.

To identify the class, the researcher used lottery technique by using small-rolled papers. Therefore, it was chosen XI Science 3 as control class and XI Science 4 as experimental class.

Actually, the total samples of this research were 61 students, but not all of the students could be the sample. It was because there were two students in experiment class and one student in control class seldom attend to the class during the meeting because of sickness, absence, etc. Therefore, the samples of this research were 58 students.

The sample of the research can be seen in the following table:

**Table III.2**  
**The Sample of the Research**

No	Class	Male	Female	Total	Sample
1.	XI Science 3	7	22	29	Experiment Class
2.	XI Science 4	7	22	29	Control Class
Total		14	44	58	

### **E. The Technique of Collecting Data**

In this research, the researcher administered a test to assess students' writing ability. The test was used to find out the significant effect of using space launch strategy toward writing ability especially in writing narrative essay. The researcher gave a writing test because the best way to test writing is to get them to write. From the students' writing, the researcher saw their ability before and after giving a treatment. The researcher analyzed the writing

---

<sup>3</sup> L.R. Gay, Peter Airasian, *Educational Research Sixth Edition*, New Jersey: Prantice Hall, 2000, p. 129

product based on all aspects or indicators of writing that had been explained in previous chapter.

The test consisted of pretest and posttest. Pretest was given for two classes that researcher chose before giving the treatment. In addition, posttest was given after giving the treatment. in order to see the difference clearly, both of group taught by the same teacher. In the case, researcher as a teacher at the time taught the students in different strategies with the same materials. To measure the students writing ability, the researcher used assessment of writing narrative based on the assessment used by the teacher at State Senior High School 3 Pekanbaru.

**Table III.3**  
**Assessment Aspects of Writing Narrative Essay**

No	Aspects Assessed	Score			
		1	2	3	4
1	Content				
2	Organization a. Orientation b. Complication c. Resolution				
3	Vocabulary				
4	Grammatical features a. Action verbs b. Temporal Connectives c. Past Tense				
5	Spelling & Punctuation				
	Total				

Category:

Maximum score : 20

- 1 = Incompetent
- 2 = Competent enough
- 3 = Competent

4 = Very Competent

$$\text{Final Score} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 80$$

## **F. The Reliability and Validity of the Test**

### **1. The Reliability of the Test**

The test used for testing students' writing ability had to have reliability and validity. According to Gay, reliability is the degree to which a test consistently measures whatever it is measuring.<sup>4</sup> It is reflected in the obtaining how far the test or instrument test is able to measure the same subject on different occasions indicating the similar result. In short, the characteristic of reliability is sometimes termed consistently.

In this research, to know the reliability of the writing test, the researcher used inter rater reliability, because the researcher had two raters in order to score the students' writing ability. Gay says that inter judge reliability can be obtained by having two (more) judges independently score to be compared to the score of both (more) judges. Then the scores of rater 1 were correlated with the scores of rater 2 by using Pearson product moment correlation formula. The higher correlation, the higher the inter judge reliability.

$r$  product moment can be obtained by considering the degree of freedom (df) as below:

$$df = N - nr$$

---

<sup>4</sup> L.R. Gay, Peter Airasian, *Educational Research Sixth Edition*, New Jersey: Prantice Hall, 2000, p. 169.



$N$  = number of cases

$n_r$  = the total variable correlated

Statistically the hypotheses are:

$$H_a : r_o = r_t$$

$$H_0 : r_o < r_t$$

$H_a$  is accepted if  $r_o = r_t$  or there is a significant correlation between score of pre-test and score of post-test.

$H_0$  is accepted if  $r_o < r_t$  or there is no significant correlation between score of pre-test and score of post-test.

The researcher used SPSS.16 Version to see the score correlation between the raters as follows:

**Table III.4**  
**Correlations**

		Preexp	Postexp
Preexp	Pearson Correlation	1	.855**
	Sig. (2-tailed)		.000
	N	29	29
Postexp	Pearson Correlation	.855**	1
	Sig. (2-tailed)	.000	
	N	29	29

\*\*. Correlation is significant at the 0.01 level (2-tailed).

Based on table above, it can be seen that  $r$  calculation was 0.855 correlated to  $r$  table  $df=56$ . Because  $df=56$  was not found from the  $r$  table, so the writer took  $df=60$  to be correlated either at level 5% or 1%. At level 5%  $r$  table was 0.250, while at level 1%  $r$  table was 0.325. Therefore, the

$r_{\text{calculated}} > r_{\text{table}}$  either at level 5% or 1%. So, the researcher concluded that there was a significance correlation between score of rater 1 and rater 2. In the other words, the writing test was reliable.

## **2. The Validity of the Test**

To know the validity of the test, the researcher used content validity. Referring to Bambang, if a measurement is as the representative of the ideas or the appropriate material that will be measured called content validity.<sup>5</sup> It means the test had fulfilled the validity of the content.

In this research, content validity meant the materials of the test that had been taught to the second year students of SMAN 3 Pekanbaru. It was familiar materials near to the students' daily life. It was appropriate to the students' knowledge, insight and experience. Moreover, the material was provided on students' hand book and other related resources.

## **G. The Technique of Data Analysis**

To find out how the students' ability in writing narrative essay taught by using and without using Space Launch strategy, the researcher analyzed the obtained score of pre-test and post-test both control and experimental classes by using mean and standard deviation through SPSS 16 version.

In order to find out whether there was a significant effect of using Space Launch strategy towards students' ability in writing narrative essay, the

---

<sup>5</sup>Ag. Bambang Setiyadi, *Metode Penelitian Pengajaran Bahasa Asing: Pendekatan Kuantitatif dan Kualitatif Edisi Pertama*, Yogyakarta: Graha Ilmu, 2006, p. 23.

researcher analyzed the score of pre-test and post-test between control and experimental class by using t-test formula in Arikunto as follows:<sup>6</sup>

$$t_o = \frac{|M_x - M_y|}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2}\right) + \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$\sum X^2 = \sum G_x^2 - \frac{(\sum G_x)^2}{N_x}$$

$$\sum Y^2 = \sum G_y^2 - \frac{(\sum G_y)^2}{N_y}$$

Where:

$t_o$  : The value of  $t$  – obtained

$M_x$  : Mean of gain score of control class

$M_y$  : Mean of gain score of experimental class

$G_x$  : Gain score of control class

$G_y$  : Gain score of experimental class

$G_x^2$  : Gain score squared of control class

$G_y^2$  : Gain score squared of experimental class

$N_x$  : Number of control class students

$N_y$  : Number of experimental class students

The t-table is employed to see whether there was a significant effect between the mean score of both experimental and control classes or not. The t-obtained value is consulted with the value of t-table at the degree of freedom  $(df) = (N_1 + N_2) - 2$ .

---

<sup>6</sup>Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, Jakarta: Rineka Cipta, 2006, p. 311

Then to know whether  $H_a$  and  $H_o$  is rejected or accepted, the hypotheses are statistically formulated as follows:

$$H_a: t_o > t\text{-table}$$

$$H_o: t_o < t\text{-table}$$

$H_a$  is accepted if  $t_o > t\text{-table}$  or there is a significant effect of using Space Launch strategy towards the ability in writing narrative essay of the second year students at State Senior High School 3 Pekanbaru.

$H_o$  is accepted if  $t_o < t\text{-table}$  or there is no significant effect of using Space Launch strategy towards the ability in writing narrative essay of the second year students at State Senior High School 3 Pekanbaru.

## **CHAPTER IV**

### **DATA PRESENTATION AND DATA ANALYSIS**

#### **A. The Data Presentation**

The aim of this research was to obtain the significant effect of using Space Launch strategy toward the ability in writing narrative essay. The data of the research were the score of students' pre-test and post-test both experimental and control classes. The researcher gave pre-test before doing treatment and post-test after doing treatment. The test was related to narrative essay by giving certain topic and was evaluated by concerning five components of students' writing ability; content, organization, vocabulary, grammatical features, and spelling and punctuation. The data were collected through the following procedures:

- a. Students were asked to write narrative essay at pre-test and post-test.
- b. The students' writing was collected and evaluated by using Indonesian scoring guide. They are content, organization, vocabulary, grammatical features, spelling and punctuation.
- c. The students' writing results were evaluated by two raters.
- d. The researcher calculated the scores from the raters and proceeded it.

# **1. The Students' Ability in Writing Narrative Essay Taught by Using Space Launch Strategy**

## **a. The Description of Students' Pre-test Score**

**Table IV.1**  
**Description of Frequency of Students' Pre-test Score of**  
**Experimental Class**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 38	2	6.9	6.9	6.9
40	4	13.8	13.8	20.7
42	2	6.9	6.9	27.6
44	4	13.8	13.8	41.4
46	5	17.2	17.2	58.6
50	4	13.8	13.8	72.4
52	3	10.3	10.3	82.8
54	1	3.4	3.4	86.2
56	2	6.9	6.9	93.1
60	2	6.9	6.9	100.0
Total	29	100.0	100.0	

Referring to the table above, it can be seen that there were 2 students obtained 38 (6.9 %), 4 students obtained 40 (13.8%), 2 students obtained 42 (6.9%), 4 students obtained 44 (13.8%), 5 students obtained 46 (17.2%), 4 students obtained 50 (13.8%), 3 students obtained 52 (10.3%), 1 student obtained 54 (3.4%), 2 students obtained 56 (6.9%), and 2 students obtained 60 (6.9%).

From the table, it also shows the total frequency was 29. The highest score was 60, while the lowest score was 38. The highest frequency was 5 at the score 46. The statistical result of this data is in the following table:

**Table IV.2**  
**Statistics of Students' Pre-test Scores of**  
**Experimental Class**

N	Valid	29
	Missing	0
Mean		47.17
Std. Error of Mean		1.168
Median		46.00
Mode		46
Std. Deviation		6.291
Variance		39.576
Range		22
Minimum		38
Maximum		60
Sum		1368

**b. The Description of Students' Post-test Score**

**Table IV.3**  
**Description of Frequency of Students' Post-test Score of**  
**Experimental Class**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	54	2	6.9	6.9	6.9
	56	2	6.9	6.9	13.8
	58	1	3.4	3.4	17.2
	60	3	10.3	10.3	27.6
	62	2	6.9	6.9	34.5
	64	1	3.4	3.4	37.9
	66	4	13.8	13.8	51.7
	68	5	17.2	17.2	69.0
	70	5	17.2	17.2	86.2
	72	2	6.9	6.9	93.1
	78	2	6.9	6.9	100.0
	Total	29	100.0	100.0	

Referring to the table above, it can be seen that there were 2 student who obtained 54 (6.9%), 2 students obtained 56 (6.9%), 1 student obtained 58 (3.9%), 3 students obtained 60 (6.9%), 2 students obtained 62 (6.9%), 1 student obtained 64 (3.9%), 4 students obtained 66 (13.8%), 5 students obtained 68 (17.2%), 5 students obtained 70 (17.2%), 2 students obtained 72 (6.9%), and 2 students obtained 78 (6.9%).

From the table, it also shows the total frequency was 29. The highest score was 78, while the lowest score was 54. The highest



frequency was 5 at the score 68, and 70. The statistical result of this data is in the following table:

**Table IV.4**  
**Statistics of Students' Post-test Scores of**  
**Experimental Class**

N	Valid	29
	Missing	0
Mean		65.52
Std. Error of Mean		1.190
Median		66.00
Mode		68 <sup>a</sup>
Std. Deviation		6.407
Variance		41.044
Range		24
Minimum		54
Maximum		78
Sum		1900

## 2. The Students' Ability in Writing Narrative Essay Taught without Using Space Launch Strategy

### a. The Description of Students Pre-test Score

**Table IV.5**  
**Description of Frequency of Students' Pre-test Score of Control Class**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 38	1	3.4	3.4	3.4
44	1	3.4	3.4	6.9
46	2	6.9	6.9	13.8
48	4	13.8	13.8	27.6
50	2	6.9	6.9	34.5
52	1	3.4	3.4	37.9
54	2	6.9	6.9	44.8
56	3	10.3	10.3	55.2
58	3	10.3	10.3	65.5
60	6	20.7	20.7	86.2
62	4	13.8	13.8	100.0
Total	29	100.0	100.0	

Referring to the table above, it can be seen that there was 1 student who obtained 38 (3.4%), 1 student obtained 44 (3.4%), 2 students obtained 46 (6.9%), 4 students obtained 48 (13.8%), 2 students obtained 50 (6.9%), 1 student obtained 52 (3.4%), 2 students obtained 54 (6.9%), 3 students obtained 56 (10.3%), 3 students obtained 58 (10.3%), 6 students obtained 60 (20.7%), and 4 students obtained 62 (13.8%).

From the table, it also shows the total frequency was 29. The highest score was 62, while the lowest score was 38. The highest frequency was 6 at the score 60. The statistical result of this data is in the following table:

**Table IV.6**  
**Statistics of Students' Pre-test Scores of**  
**Control Class**

N	Valid	29
	Missing	0
Mean		54.34
Std. Error of Mean		1.212
Median		56.00
Mode		60
Std. Deviation		6.526
Variance		42.591
Range		24
Minimum		38
Maximum		62
Sum		1576

**b. The Description of Students Post-test Score**

**Table IV.7**  
**Description of Frequency of Students' Post-test Score of**  
**Control Class**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 50	1	3.4	3.4	3.4
54	4	13.8	13.8	17.2
56	6	20.7	20.7	37.9
58	1	3.4	3.4	41.4
60	4	13.8	13.8	55.2
62	4	13.8	13.8	69.0
64	4	13.8	13.8	82.8
66	1	3.4	3.4	86.2
68	2	6.9	6.9	93.1
70	1	3.4	3.4	96.6
72	1	3.4	3.4	100.0
Total	29	100.0	100.0	

Referring to the table above, it can be seen that there was 1 student who obtained 50 (3.4%), 4 students obtained 54 (13.8%), 6 students obtained 56 (20.7%), 1 student obtained 58 (3.4%), 4 students obtained 60 (13.8%), 4 students obtained 62 (13.8%), 4 students obtained 64 (13.8%), 1 student obtained 66 (3.4%), 2 students obtained 68 (6.9%), 1 student obtained 70 (3.4%), and 1 student obtained 72 (3.4%).

From the table, it also shows the total frequency was 29. The highest score was 72, while the lowest score was 50. The highest

frequency was 6 at the score 56. The statistical result of this data is in the following table:

**Table IV.8**  
**Statistics of Students' Post-test Scores of**  
**Control Class**

N	Valid	29
	Missing	0
Mean		60.28
Std. Error of Mean		1.011
Median		60.00
Mode		56
Std. Deviation		5.444
Variance		29.635
Range		22
Minimum		50
Maximum		72
Sum		1748

**3. The Significant Effect of Students' Ability in Writing Narrative Essay Taught by Using Space Launch Strategy and without Using Space Launch Strategy**

**Table IV.9**  
**The Students' Writing Pre – Test and Post – Test Score both of Experimental Class and Control Class**

No	Name	Students' Score			
		Experimental Class		Control Class	
		Pre-test	Post-test	Pre-test	Post-test
1	S-1	60	78	62	72
2	S-2	60	78	62	70
3	S-3	56	70	62	68
4	S-4	52	72	56	62
5	S-5	50	66	56	60
6	S-6	50	72	54	56
7	S-7	40	64	60	64
8	S-8	46	68	60	68
9	S-9	44	66	58	64
10	S-10	40	60	56	60
11	S-11	46	66	60	62
12	S-12	44	66	58	60
13	S-13	46	68	54	54
14	S-14	46	68	60	64
15	S-15	52	70	62	60
16	S-16	50	70	48	56
17	S-17	54	70	50	56
18	S-18	52	68	58	62
19	S-19	56	70	60	64
20	S-20	44	68	48	54
21	S-21	42	60	60	66
22	S-22	46	58	48	56
23	S-23	44	62	50	62
24	S-24	42	56	46	54
25	S-25	50	62	48	56
26	S-26	40	60	52	58
27	S-27	40	56	44	56
28	S-28	38	54	38	50
29	S-29	38	54	46	54
<b>Mean</b>		<b>47.17</b>	<b>65.52</b>	<b>54.34</b>	<b>60.28</b>

However, generally the statistical description of both data could be seen in the following table description:

**Table IV.10**  
**Statistics**

	Preexp	Postexp	Precont	Postcont
N Valid	29	29	29	29
Missing	0	0	0	0
Mean	47.17	65.52	54.34	60.28
Std. Error of Mean	1.168	1.190	1.212	1.011
Median	46.00	66.00	56.00	60.00
Mode	46	68 <sup>a</sup>	60	56
Std. Deviation	6.291	6.407	6.526	5.444
Variance	39.576	41.044	42.591	29.635
Range	22	24	24	22
Minimum	38	54	38	50
Maximum	60	78	62	72
Sum	1368	1900	1576	1748

Referring of the table above, it can be seen the statistical description of all the data; pre-test experiment, post-test experiment, pre-test control, and post-test control. It showed clearly the differences of mean, standard deviation, and the other data both experimental and control classes.

## **B. The Data Analysis**

The data analysis presented the statistical result followed by the discussion about the effect of using Space Launch strategy towards the ability in writing narrative essay at the second year students of State Senior High School 3 Pekanbaru. The data were divided into two classes; control and experimental scores. To obtain the effect of using the strategy towards students' ability in

writing narrative essay, the researcher analyzed the data by using t-test formula through SPSS 16 Version.

### **1. The Analysis of Students' Ability in Writing Narrative Essay Taught by Using Space Launch Strategy**

The data of students' pre-test and posttest scores in experimental class were obtained from the result of the students' writing narrative essay by using Space Launch strategy. At pretest score, it can be seen that the total frequency is 29 and the total scores is 1368, while at posttest score the total number is 29 and the total scores is 1900. So that, Mean ( $M_x$ ) and Standard Deviation ( ) can be obtained by using SPSS as follows:

**Table IV. 11**  
**Mean and Standard Deviation of Students' Pre-Experiment Score**

Mean	47.17
Standard Deviation	6.291

From the table above, the distance between Mean ( $M_x$ ) and Standard Deviation ( ) is too far. In other word, the scores obtained are normal.

**Table IV. 12**  
**Mean and Standard Deviation of Students' Post-Experiment Score**

Mean	65.52
Standard Deviation	6.407

From the table above, the distance between Mean ( $M_x$ ) and Standard Deviation ( ) is too far. In other word, the scores obtained are normal.



## 2. The Analysis of Students' Ability in Writing Narrative Essay Taught without Using Space Launch Strategy

The data of students' pretest and posttest scores in control class were obtained from the result of the students' writing narrative essay without using Space Launch strategy. At pretest score, it can be seen that the total frequency is 29 and the total scores is 1576, while at posttest score the total number is 29 and the total scores is 1748. So that, Mean ( $M_x$ ) and Standard Deviation ( ) can be obtained by using SPSS as follows:

**Table IV. 13**  
**Mean and Standard Deviation of Students' Pre-Control Score**

Mean	54.34
Standard Deviation	6.526

From the table above, the distance between Mean ( $M_x$ ) and Standard Deviation ( ) is too far. In other word, the scores obtained are normal.

**Table IV. 14**  
**Mean and Standard Deviation of Students' Post-Control Score**

Mean	60.28
Standard Deviation	5.444

From the table above, the distance between Mean ( $M_x$ ) and Standard Deviation ( ) is too far. In other word, the scores obtained are normal.

### 3. The Analysis of the Significant Effect of Using Space Launch Strategy towards the Ability in Writing Narrative Essay by Using T-test Formula

In order to analyze the significant effect of using Space Launch strategy towards the ability in writing narrative essay, the researcher used the obtained score of pre-test, post-test, and the gain score between both scores in experimental class and control class as follows:

**Table IV. 15**  
**The Analysis of Students' Writing Pre – Test and Post – Test Score both of Experimental Class and Control Class**

No	Name	Students' Score							
		Experimental Class		Gx	Gx <sup>2</sup>	Control Class		Gy	Gy <sup>2</sup>
		Pre-test	Post-test			Pre-test	Post-test		
1	S-1	60	78	18	324	62	72	10	100
2	S-2	60	78	18	324	62	70	8	64
3	S-3	56	70	14	196	62	68	6	36
4	S-4	52	72	20	400	56	62	6	36
5	S-5	50	66	16	256	56	60	4	16
6	S-6	50	72	22	484	54	56	2	4
7	S-7	40	64	24	576	60	64	4	16
8	S-8	46	68	22	484	60	68	8	64
9	S-9	44	66	22	484	58	64	6	36
10	S-10	40	60	20	400	56	60	4	16
11	S-11	46	66	20	400	60	62	2	4
12	S-12	44	66	22	484	58	60	2	4
13	S-13	46	68	22	484	54	54	0	0
14	S-14	46	68	22	484	60	64	4	16
15	S-15	52	70	18	324	62	60	-2	4
16	S-16	50	70	20	400	48	56	8	64
17	S-17	54	70	16	256	50	56	6	36
18	S-18	52	68	16	256	58	62	4	16
19	S-19	56	70	14	196	60	64	4	16
20	S-20	44	68	24	576	48	54	6	36
21	S-21	42	60	18	324	60	66	6	36
22	S-22	46	58	12	144	48	56	8	64
23	S-23	44	62	18	324	50	62	12	144
24	S-24	42	56	14	196	46	54	8	64
25	S-25	50	62	12	144	48	56	8	64
26	S-26	40	60	20	400	52	58	6	36
27	S-27	40	56	16	256	44	56	12	144

28	S-28	38	54	16	256	38	50	12	144
29	S-29	38	54	16	256	46	54	8	64
<b>Total</b>				<b>532</b>	<b>10088</b>			<b>172</b>	<b>1344</b>
<b>Mean</b>				<b>18.34</b>				<b>5.93</b>	

To determine the effect of using Space Launch strategy towards the ability in writing narrative essay of the second year students at state senior high school 3 Pekanbaru, the researcher used t-test formula as follows:

$$t_o = \frac{|M_x - M_y|}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2}\right) + \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$X^2 = \sum Gx^2 - \frac{(\sum Gx)^2}{N_x}$$

$$Y^2 = \sum Gy^2 - \frac{(\sum Gy)^2}{N_y}$$

Based on the table IV.15, it could be seen that:

$$\begin{aligned} N_x &= 29 & M_x &= 18.34 \\ N_y &= 29 & M_y &= 5.93 \\ GX &= 532 & \sum GX^2 &= 10088 \\ GY &= 172 & \sum GY^2 &= 1344 \end{aligned}$$

$$X^2 = 10088 - \frac{(532)^2}{29} = 328.55$$

$$Y^2 = 1344 - \frac{(172)^2}{29} = 323.86$$

$$t_o = \frac{|18.34 - 5.93|}{\sqrt{\left(\frac{328.55 + 323.86}{29 + 29 - 2}\right) + \left(\frac{1}{29} + \frac{1}{29}\right)}}$$

$$t_o = \frac{12.41}{\sqrt{\left(\frac{652.41}{56}\right) + \left(\frac{1}{29} + \frac{1}{29}\right)}}$$

$$t_o = \frac{12.41}{\sqrt{(11.65) + (0.069)}}$$

$$t_o = \frac{12.41}{\sqrt{11.719}} = \frac{12.41}{3.42} = \mathbf{3.63}$$

From the output above, it can be seen the score of t-test was 3.63 with df=56. Because df=56 was not found from the t table, so the researcher took df=60 to be compared at significance 5% or 1%. At significance 5%  $t_t$  was 2.65, while at significance 1% was 2.00. It means  $t_o$  (t obtained) is higher than t table either at significance 5% or 1% ( $2.00 < 3.63 > 2.65$ ).

The interpretation of hypothesis can be seen below:

$$H_a: t_o > t\text{-table}$$

$$H_o: t_o < t\text{-table}$$

$H_a$  is accepted if  $t_o > t\text{-table}$  or there is a significant effect of using Space Launch strategy towards the ability in writing narrative essay of the second year students at State Senior High School 3 Pekanbaru.

$H_o$  is accepted if  $t_o < t\text{-table}$  or there is no significant effect of using Space Launch strategy towards the ability in writing narrative essay of the second year students at State Senior High School 3 Pekanbaru.

Based on the analysis above, it shows that  $t_o > t\text{-table}$ . It can be concluded that there is a significant effect of using Space Launch strategy towards the ability in writing narrative essay of the second year students at State Senior High School 3 Pekanbaru.

## CHAPTER V

### CONCLUSSION AND SUGGESTION

#### A. Conclusion

Based on the data presentation and data analysis explained at the chapter IV, the researcher finally comes to the conclusion as follows:

1. Mean score of students' ability in writing narrative essay before doing the treatment at experimental class is 47.17, while the mean score after doing the treatment is 65.52.
2. Mean score of students' ability in writing narrative essay before doing the treatment at control class is 54.34, while the mean score after doing the treatment is 60.28.
3. From analysis of t-test formula, It can be seen from  $t_{\text{observation}} = 3.63 > t_{\text{table}}$  at 5% and 1% ( $2.00 < 3.63 > 2.65$ ). It can be concluded that  $H_a$  is accepted and  $H_0$  is rejected. In other words, there is a significant effect of using Space Launch strategy towards the ability in writing narrative essay of the second year students at State Senior High School 3 Pekanbaru.

#### B. Suggestion

Based on the research finding, the writer as the researcher would like to give some suggestion especially for teacher, students, and the school. From the conclusion of the research above, it is found that using Space Launch

strategy can give significant effect towards students' ability in writing narrative essay. The suggestion is as follows:

1. It is hoped that the teacher at State Senior High School 3 Pekanbaru can implement this strategy in teaching writing narrative because this strategy can make improvement in students' writing ability.
2. The teachers should be able to make their classroom interesting, enjoyable and comfortable.
3. The teachers should support their teaching technique or strategy with interesting media.
4. For the students, they must have hard effort and high motivation in teaching learning process in order to improve their writing ability and take a part actively in learning process in order to support their writing activities.

## BIBLIOGRAPHY

- Ag. Bambang Setiyadi. *Metode Penelitian Pengajaran Bahasa Asing: Pendekatan Kuantitatif dan Kualitatif Edisi Pertama*. Yogyakarta: Graha Ilmu. 2006.
- Alber-Morgan, Sheila R. Terri Hessler, and Moira Konrad. *Teaching Writing for Keeps, Vol. 30, No. 3*. Education and Treatment of Children. 2007.  
Retrieved on June, 19<sup>th</sup> 2011.  
<http://www.redmond.k12.or.us/145520117182258767/lib/145520117182258767/Alber-Morgan.pdf>
- Bayne, Kristofer. *Tips for ESL Students on Reviewing and Improving Written Work*. Retrieved on June, 19<sup>th</sup> 2011. <http://iteslj.org/Lessons/Bayne-Writing.html>
- Brennan, Katye. *Up, up, and away: Using Planning Strategy to Improve Writing Performance*. Retrieved on July, 11<sup>th</sup> 2012.  
<http://www.specialconnections.ku.edu>
- Creswell, John W. *Educational Research Third Edition*. New Jersey: Pearson Education. 2008.
- Department of Education and Training. *English Supporting Learning Resource*. Queensland Government [Online]. Retrieved on September, 26<sup>th</sup> 2012.  
<https://learningplace.com>.
- Gaith, Gazy. *Teaching Writing [Online]*. Retrieved on April, 26<sup>th</sup> 2012,  
<http://www.nadasisland.com/ghaith-writing.html>
- Gay, L. R., Peter Airasian. *Educational Research Sixth Edition*. New Jersey: Prantice Hall. 2000.
- Grenville, Kate. *Writing from Start to Finish: A Six Steps-Guide [Electronic Version]*. Australia: Allen&Unwin. 2001.
- Hughey, Jane B, et al,. *Teaching ESL Composition*. Rowley, Massachutts: Newbury House Publishers. 1983.
- J. Wendling, Barbara and Nancy Mather. *Essentials of Evidence-Based Academic Intervention [Electronic Version]*. New Jersey: John Willey and Sons, Inc. 2009.
- Kalayo Hasibuan and Muhammad Fauzan Ansyari. *Teaching English as Foreign Language (TEFL)*. Pekanbaru: Alaf Riau Graha UNRI Press. 2007.

- Kane, Thomas S. *The Oxford Essential Guide to Writing [Electronic Version]*. Oxford: Oxford University Press. 2000.
- Landmark and Horizons. *Teaching Writing: Landmark and Horizons [Electronic Version]*. Shouthern Illinois: The Board of Trustees, Shouthern Illinois University.
- Lienemann, Torri and Robert Reid, *Written Expression: Grades 2–5*. The IRIS Center. 2002. <http://iris.peabody.vanderbilt.edu>.
- M. Syafi’I S, Fauzan Ansyari, and Jonri Kasdi. *The Effective Paragraph Developments: The Process of Writing for Classroom Settings*. Pekanbaru: LBSI. 2007.
- Melgis Dilkawati Pratama. “The Effect of Using Dictogloss Technique toward Ability in Writing Essay Text at the Second Year Students of SMAN 4 Pekanbaru”. Undergraduated Thesis. Pekanbaru: UIN Sultan Syarif Kasim Riau. 2011.
- Nation, I.S.P. *Teaching ESL/EFL Reading and Writing [Electronic Version]*. New York: Routledge. 2009.
- Ngalim Purwanto. *Psikologi Pendidikan*. Bandung: Rosdakarya. 2004.
- Nunan, David. *Practical English Language Teaching*. New York: McGraw Hill. 2003.
- Oshima, Alice and Ann Hogue. *Writing Academic English Third Edition*. New York: Addison Wesley Longman. 1998.
- . *Introduction to Academic Writing Third Edition*. New York: Pearson Longman. 2007.
- Reid, Joy M. *The Process of Comparison Second Edition*. New Jersey: Englewood Clifs. 1988.
- Sudarwati Th. M. and Eudia Grace. *Look Ahead An English Course*. Jakarta: Erlangga. 2006.
- Suharsimi Arikunto. *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta. 2006.
- Tenny Hermawaty. “The Effectiveness of Peer Reviewing in Improving Students’ Narrative Writing Ability: A Quasi Experimental Study in One of Junior High Schools in Bandung A Research Paper”. 2011. Retrieved on March, 26<sup>th</sup> 2012. <http://repository.upi.edu>



Tim Penyusun. *Syllabus of SMAN 3*. Pekanbaru: Unpublished. 2011.

The University of Kansas: Instruction\_Writing\_Teacher Tools\_Genre-Focused Planning Strategies \_ Special Connections. *Genre-Focused Planning Strategies*. Retrieved on May, 11<sup>th</sup> 2011.  
<http://www.specialconnections.ku.edu>

Writing to Diverse Student Populations. *The Access Center-Early Reading Assessment: A Guiding Tool for Instruction*. Access Center: Improving the Outcomes for All Children k-8. Retrieved on May, 11<sup>th</sup> 2011.  
<http://www.k8accesscenter.org/writing/knowledgebank.asp>